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## FOREWORD

In its twelfth year of helping to build a young educated leadership for the Puerto Rican community, Aspira faced its most serious financial crisis. The way Aspira weathered that crisis and expanded its program indicates the depth of its commitment and the tenacity with which it holds to its goals.

Aspira's constituency--for the most part young, poor and under-educated Puerto Ricans--was one of the groups at the low end of the economic scale which bore the brunt of the federal government's fiscal and social policies this year. As the only national Puerto Rican self-help education agency, Aspira felt the full force of the budget cuts.

As a result, federal funds were not renewed for Aspira's bilingual education programs which have brought high school drop-outs back to school and the mainstream of society, aiding and encouraging them to go on to college. Yet educational authorities at the Board of Education in New York City agreed that Aspira had found new ways to teach and inspire youngsters who had been written off by the established school system.

Financial aid for students already in college, or about to enter, was cut drastically, making it impossible for some Puerto Rican students to continue their education.

Still over 1800 Aspirantes were placed in college this year and some form of financial aid was found for most of them.

Compounding the problem, federal funds for Aspira's highly successful National Student Health Careers Program were not renewed for 1973-74, although 43 Aspirantes were placed in medical school in the past three years through the program. When the program started there were only five Puerto Rican students in medical school and only 60 Puerto Rican physicians in continental United States.

There were financial cutbacks in the private sector as well. The Ford Foundation grant, which enabled Aspira to expand nationally four years ago from its original New York base, finally ran out. Several other foundations and corporations, perhaps influenced by the tone set by the national administration, as well as by economic conditions, reduced or did not renew their grants.

Aspira's answer was to trim its operations and with a reduced staff, try harder. There was no alternative. Too many Puerto Rican youngsters were counting on us.

Supporters such as the Commonwealth of Puerto Rico, the Field Foundation, the DeWitt Wallace Foundation, the Exxon Corporation, Merrill, Lynch, Pierce, Fenner and Smith Foundation and the Tananbaum Foundation came to Aspira's aid in recognition of its history of success. The result was that \$2.4 million was raised by the end of the year.

In the future, Aspira will seek a greater level of support from the private sector. Too great a dependence on public funds can cause serious problems for an agency of social change--whether the government grants are national or local.

The changing policies of an administration (which may be at variance with the goals of the agency) and the slow pace of the bureaucracy create continuous uncertainty which inhibits the agency's ability to plan, to present new programs, and to set directions for future programs.

Public monies will continue to be important, however, and a most serious concern for Aspira of America, as an emerging national organization, is revenue sharing, which is based on federal funds being dispersed by local units.

Local Puerto Rican communities are politically weak at the state levels, even where they constitute a large proportion of the population. Because they have no local revenues or leadership capable of sustaining an intense lobbying effort, their plea could be lost in the general clamor for state and federal funds.

In each city Aspira finds itself underwriting the job the Boards of Education and parochial school systems should be doing and it is clear that a new kind of partnership is needed on the city and state levels. Aspira affiliates are becoming increas-

ingly involved in tutorial work--tutoring students from junior high schools through college admissions and into college. Many students who were failing in school are quickly brought up to grade level through these programs, an indication that the schools have not given these students what they need. In New York and Chicago, Aspira has been running entire alternative schools for drop-outs and potential drop-outs.

Believing that in unity there is strength, Aspira of America has provided, and will continue to provide, Puerto Rican communities with a national voice and presence--as advocate, as fundraiser and as planner and implementer of programs.

The National Student Health Careers Program--one of Aspira's most successful programs to date--has struck a responsive chord in every one of Aspira's affiliates. Students who would not even have gone to college without Aspira's help, now find that going to medical school is a reality. Communities with a great need for nurses, lab technicians, dental assistants and other skilled workers, now find eager and committed young people entering those professions. Hospitals and professional associations in each city have offered support and cooperation. A key to the success of the program has been the national coordination of resources, information, training of counselors, and funding. Despite the success of the program, however, the Office of Economic Opportunity's three-year grant for this program was not renewed in June and alternate ways of funding it are still being sought.

Aspira's national presence has caught the attention of Spanish-speaking groups in other cities as well. Puerto Ricans in Massachusetts, Connecticut, Upstate New York, Long Island, Ohio and Florida have invited Aspira to start affiliates in their communities. Numbers of other Spanish-speaking students, particularly Mexican-Americans, are being serviced currently in Aspira affiliates.

In an effort to explore educational problems shared by other Spanish-speaking groups in the United States, and the possibility of a combined attack on those problems, Aspira of America sponsored a three-day National Bilingual Education Think Tank in March at Columbia, Maryland. It was the first time Mexican-Americans, Puerto Ricans and Cubans had met together. The need for bilingual education was recognized by all and the overall consensus was that there should be a continuing intergroup dialogue.

Aspira's success in preparing and projecting new leadership during Luis Alvarez's first year as National Executive Director reflected Aspira's philosophy of encouraging Puerto Ricans to effect change.

Aspira's influence is being felt in many ways. Mr. Alvarez was named a trustee of the Children's Television Workshop which produces Sesame Street, and he is a member of the steering committee of the National Urban Coalition.

Former national director Louis Nuñez, presently Deputy Staff Director of the United States Commission on Civil Rights, is now the highest ranking Puerto Rican in government. As a participant in the Think Tank, he brought a special interest and knowledge to the discussions.

Luis Nieves, former director of Aspira of New York, is now Dean of Students at Livingston College of Rutgers University. He continues his long interest in Aspira by serving on the Board of Directors of Aspira in New Jersey.

Sylvia Herrera de Fox, whose dedication as director of Aspira of Illinois for four years was in great part responsible for that affiliate's rapid growth, has accepted a fellowship with the National Program on Educational Leadership. She remains as a member of the Aspira of Illinois Board of Directors.

José Cabranes, former Chairman of the Board of Aspira of New York, was named special legislative counsel to the Governor of Puerto Rico, with offices in Washington, D.C.

Governor Rafael Hernández Colón of Puerto Rico has made it clear that he thinks Aspira is doing an important job. In addition to naming Mr. Cabranes and giving Aspira its annual grant--and pledging more--he met with a committee of the National Board of Directors in San Juan in June, attended an Aspira meeting in Philadelphia, and found time to meet with students from the New York CREO program who went to Puerto Rico as part of their annual leadership development program.

Despite the financial cutbacks in the public and private sectors, we are inspired by the support of such friends and the growing acceptance of Aspirantes by colleges and graduate schools. Just as encouraging is the fact that more school administrations are beginning to listen when we argue for special understanding of the needs of Puerto Rican youngsters, and the fact that we have changed the destiny of some Puerto Rican young people and perhaps through them the whole community. We know what the need is. We believe we can find effective ways to meet the need.

Gilbert Ortiz, M.D.  
Chairman of the Board

Luis Alvarez  
National Executive Director

## THE ASPIRA PROCESS

### Why it is needed

Aspira was founded in 1961 by a small group of Puerto Rican professionals who saw the need to develop Puerto Rican community leadership. At the time, there were approximately 900,000 Puerto Ricans in the continental United States. Now there are 1.8 million, but the problems haven't changed. The majority of Puerto Ricans are poor, they haven't a great deal of education and they are young.

Half the Puerto Rican population is less than 20 years old, most of them of school age. They are the future, and Aspira believes it has the potential to change the future of the community through education and development of leadership in our youth.

The average Puerto Rican child does not speak English fluently; lives in the poorest neighborhoods, which, like his schools, are infested with drugs; is the child of immigrants; and is treated by his teachers with indifference or even an intolerance of his cultural and linguistic heritage. He is constantly subjected to a negative stereotype of his group until he begins to believe it himself. If he stays in school long enough to reach high school, he is unlikely to graduate because he has little self-confidence and low aspirations.

### What Aspira Offers

Aspira offers Puerto Rican students a network of services designed to foster aspiration, self-confidence, the desire for and the ability to achieve higher education, and a commitment to the Puerto Rican community.

In the Aspira program, the Puerto Rican student is not only given a chance to believe in the possibility of his success, he is given the training and support needed to work toward a realistic educational goal.

At the core of the Aspira process are the counseling and leadership development programs.



### Educational Counseling

This year a total of 7,000 high school freshmen, sophomores, juniors and seniors took part in Aspira's in-depth counseling program at Aspira Centers in New York, New Jersey, Philadelphia, Illinois and Puerto Rico. The educational counselor's job is to develop educational and career goals for each high school student through a one-to-one personal relationship. The counselor, who is a product of the same environment, but has surmounted it and gone on to college and a professional career, is a sympathetic listener as well as an important role model.

In addition, the counseling program provides discussions, workshops, lectures, career guidance, guidance in choosing appropriate high school courses which would aim towards higher education and tutoring. The counselor serves as advocate for the students in high schools and in colleges. Every student is given scholarship and loan counseling so that no Aspirante who wants to go on to college drops out because he can't afford it.

One of the high points of the program in each city is an annual college interview meeting in which as many as 100 colleges and 1,000 students take part. Once in college, the student is helped to adjust, to secure academic services, and is given tutoring if necessary.

The basic objective of the counseling program is to encourage the student to develop career goals, to realize that education is the principal means of achieving these goals, and to help him get that education.

### Leadership Development

The Aspira Club program is designed to encourage a sense of identity and to develop the leadership qualities of the Puerto Rican high school student. The clubs are usually based in high schools which have a large percentage of Puerto Rican students. There are also home clubs based in the Aspira Center for students who attend schools without Aspira clubs. Each affiliate is responsible for a specific number of clubs.

Club goals and activities are determined by the students. They deal primarily with educational and community issues of the day. By designing and carrying out their programs, students test and put into practice the new skills they are acquiring.

By taking the floor in elections and discussions, they learn to articulate their ideas, to overcome their shyness, and to use democratic processes to bring about change.

Each club elects representatives to a city-wide Aspira Clubs Federation and through this they learn the power of united action and organization. They design strategies, and carry them out. Active participation in the Clubs teaches students the techniques of democratic action, advocacy and the responsibility of an educated Puerto Rican leader.

Aspira provides guidance to each club through community organizers and their aides. They are trainers, teachers and motivators and their job is to organize the clubs so that the members develop group and leadership abilities.

Student representatives sit on the Board of Directors of each affiliate, providing students with a voice at every level of the agency.

The Aspira leadership development program has had an impact on the Puerto Rican community. Former Aspirantes are the leaders of a growing number of Puerto Rican college student groups which work to make colleges more responsive to the needs of the Puerto Rican student. They are returning from college to take positions of responsibility at all levels of government, in education and social work as well as other professions. And they are returning to Aspira to help another generation of Puerto Rican students attain its rightful place in American society.

## ASPIRA OF AMERICA

While the Aspira program is administered by each affiliate, it is recognized that some special programs are national in scope and must be administered nationally to be most effective. To illustrate this are the following two programs which occupied a prominent place in Aspira of America's activities this year.

### Aspira Student Health Career Program

The Aspira Student Health Career Program started in October, 1970, in New York, with a small grant from the Klingenstein Foundation. It was launched on a national level in March 1971, funded by a \$75,000 grant from the National Urban Coalition under the Office of Economic Opportunity. The program was started at the same time in New Jersey, Illinois, Pennsylvania and Puerto Rico, and continued this year under a similar grant.

In the three years since Aspira launched this program there has been a nine-fold increase in the number of Puerto Ricans entering medical school and other post-graduate studies related to community health-care needs. Before the program started, there were a total of 60 Puerto Rican physicians in the continental United States and only five Puerto Ricans in medical school. The existence of other health careers and the fact that workers were needed in these fields were things few Puerto Rican students knew about.

According to many studies, the distribution of health care in the nation is notoriously uneven. Since most of the nation's doctors come from the white middle class, it was difficult to interest them in giving up lucrative practices to work in the ghettos. It became evident that the best way to deal with the urgency of the community's needs was to train more Puerto Ricans, who felt a sense of responsibility for their community, in health care professions.

There are 577 students now active in the program nationally. The services they receive include identifying, recruiting, counseling, college placement and financial aid, college retention counseling, tutorials, and health career training. Approximately 2,329 students have received such services since the program began.

A total of 43 continental Puerto Rican students have been placed in medical schools as a result of this program, 19 of them this year. Next year, 60 Puerto Rican students are expected to apply to medical school. Their academic averages range from 2.5 to 4.0. The grade point average this year is 3.5.

To achieve its goals of encouraging Puerto Ricans to enter all phases of the nation's health care systems, Aspira has made use of all of its resources and 12 years experience in working with junior high, high school, college and post-graduate students.

Its primary focus for this program has been on the college age group interested in pursuing careers in medicine. However, in Newark, Philadelphia and Puerto Rico, where there are fewer Aspirantes in college, the health specialist counselors are working mainly with high school students, encouraging them to consider and prepare for medical and other health training in college.

The program's other aims have been: to provide a counseling system to yield specific career and academic guidance while meeting the student's individual financial needs, and remedying educational deficiencies;

To expand and create liaisons with public schools, colleges, universities, medical schools, hospitals and other health care institutions and agencies and to provide a variety of first-hand experiences for young people in the health field, as well as to make the institutions aware of the potential contribution of the Puerto Rican community;

To provide summer internship opportunities for pre-med students;

To provide tutoring programs for pre-med students.

## Counseling

By the time the Puerto Rican student comes for his first counseling session with the Health Careers Counselor, he has usually experienced so much negative educational advice, he needs a great deal of reassurance.

The counselors try not to discourage the student who seems sincerely interested in a medical career. If his academic background and grade average are far below the range of medical school admissions standards, the counselor may suggest alternative health fields with less rigid requirements. Counselors find that a strongly motivated student with borderline marks can usually overcome his deficiencies if he takes a year of review courses in subjects in which he is weak, and they sometimes recommend that course of action.

Often there are extenuating circumstances contributing to poor grades, and they are not a reflection of lack of ability. Many students work full-time while trying to maintain a full college course load. Poor high school preparation for high academic work fosters bad study habits, frustration and discouragement. The students who come from overcrowded homes may not even have a place in which to study. Others may not decide on a medical career until their last years of college and may have to squeeze in required science and math courses to qualify.

Counselors try to reach students early enough, addressing incoming pre-med students, so they can map out appropriate curriculums and concentrate on the subjects on which they will be most closely judged.

The counselor also tries to advise the student of what he will be facing financially, personally, socially and culturally, as well as academically at each school. He informs the student about applications, interviews, examinations, scholarships and financial aid and helps him to find part-time jobs in a related field.

For every student who applies to a professional health school, the counselor writes a letter of recommendation and, where necessary, asks that extenuating circumstances be considered

Although most want to be medical doctors, students are interested in a wide variety of health professions including nursing, dentistry, pharmacy, occupational and physical therapy, public health, and scientific research.

### Tutorials

Since the public schools have not adequately prepared Puerto Rican students for entrance into the health professions, academic reinforcement is one of the greatest needs. Even those who are already in nursing or pre-med programs usually need help in mathematics, physics, biology and chemistry.

Aspira of New York's tutorial program for medical students is in its second year of operation. To date, none of the students who have gone through the program has dropped out of medical school. There is no doubt that this tutorial program played a significant role in the students' success in their first year of medical school. The program will serve as a model for the other affiliates to emulate.

In Illinois and Puerto Rico, such tutoring has been available in on-going Aspira School programs and summer programs for high school students. In New Jersey and Pennsylvania, staff and student volunteers are tutoring students.

### Summer Programs

A summer internship program in conjunction with the New York Medical College which would have provided academic, motivational and field experiences for 25 New York students contemplating medicine as a career was planned and ready to go for the summer of 1973. At the last minute, however, Bureau of Health Manpower Education of H.E.W., which had encouraged the proposal for the Aspira Cooperative Summer Intern Program, turned down the application for the \$40,000 grant and the program was lost.

Judging from the highly motivated students, professors and counselors involved, it can only be conjectured that the program, the first of its kind for Aspira, would have been a great success.

In Chicago, Aspira of Illinois offered Latin high school students a summer work-study program for 1973 with a strong health component. It included daily two-hour seminars on health topics such as nutrition and communicable disease. Guest lecturers participated. Twelve hours of field work in health-related areas were also planned. In addition, seminars on art, history, language and Latin American affairs were scheduled.

The University of Illinois at Circle Campus cooperated with Aspira and the program was jointly sponsored by Aspira and Model Cities (Chicago Community Urban Opportunities).

Forty-three college students, preparing for health careers, enrolled for the summer of 1973 in summer internship programs offered by seven medical schools. They included Harvard, New York Medical College, Indiana, Stony Brook College of the State University of New York, New Jersey College of Medicine, Cornell, Hahnemann Medical and Boston University.

#### New Directions

##### Centralization

To increase the efficiency and effectiveness of the Aspira Health Counselors who operate out of five different affiliates, plans are being made to centralize recruitment efforts in the national office, creating a clearing house for medical, health profession and student recruitment information.

##### A Junior High School Outreach Program

Since the Puerto Rican drop-out rate between junior and senior high schools is the highest of any ethnic group in each community, it is important to reach these youngsters early enough and expose them to the number of opportunities available in health and medicine. A junior high school outreach program in health careers is now being planned. This step is vitally important, since the pool of qualified Puerto Rican medical school candidates is in extremely short supply. Those who do qualify are quickly being absorbed. This program will help supplement the manpower needs.

### Increased Tutorial Programs

The majority of Puerto Rican students who graduate high school receive general and vocational diplomas. They have been inadequately prepared academically and often cannot meet entrance requirements for careers in health. And those who do enter nursing and medical schools need help to stay there. Tutorial programs for all educational levels of the health careers caseload are vitally needed.

### Increased Summer Internship Programs

Summer programs where students have the opportunity to learn through application, rather than just theory, without the pressure of examinations, where they have tutorials in science, and which would expose them to professionals in the field, would help Puerto Rican students overcome disadvantages in competing for medical school places. Students provided with a realistic view of health services through such programs become acutely aware of community needs and the implications involved in these professions.

### Puerto Rican Medical Advisory Board

An Advisory Board, composed of Puerto Rican doctors and other health professionals has been established to serve as advocates of the program; to assist Aspira in planning new directions and a comprehensive health plan; to interpret the implications of new legislation; to assist in the placement of Puerto Rican students in medical schools; and to serve as role models for the students to emulate.

The Board, headed by Dr. Gilbert Ortiz, Vice President for Affiliations, New York Medical College, Metropolitan Hospital, includes Dr. Francisco Suárez of New York; Carlos Cuevas of the Comprehensive Health Plan of New York; Joseph Cintrón, Senior Health Planner, Bronx Coordinator; Dr. Helen Rodríguez, Pediatrics Department, Lincoln Hospital Center; Dr. Francisco Trilla of Brooklyn; Dr. Reinaldo A. Ferrer, Chief, Ambulatory Services, Gouverneur Hospital Affiliation; Elsie Gil de Rubio, Director Community Affairs Department, New York Medical College, Flower and Fifth Avenue Hospitals; J. César Galarce, Executive Director, Lincoln Hospital; Felix Aquino, Associate Director, Lincoln Hospital.



### Aspira National Bilingual Education Think Tank

Aspira of America sponsored a three-day conference in March at the Urban Life Center in Columbia, Maryland. Here for the first time, Mexican-Americans, Cubans and Puerto Ricans explored together the possibility of developing bilingual education in this country, five years after the passage of the Bilingual Education Act in 1968.

The National Bilingual Educational Think Tank was made possible by a grant from the United States Office of Education, Department of Health, Education and Welfare.

Participants, representing 27 different groups from nearly as many states, observers from 14 governmental departments and educational institutions, and the directors of the Aspira affiliates took part in the conference. Among them were educators, sociologists, lawyers, social workers and government officials.

The goal of the conference was to find ways to achieve equal educational opportunity and quality education for millions of non-English speaking children, without sacrificing the riches and strengths that our ethnic communities bring to our society.

The Bilingual Education Act helped significantly to identify some of the approaches which could promote educational programs that support progress towards achieving this goal. From its inception, however, bilingual education has been controversial among a number of educators and others in the community at large.

Much remains to be done before the concept of bilingual education becomes a reality for all who need and want it. The discussion returned again and again to the point that members of local Spanish-speaking communities must be informed of the educational benefits of such programs and ways in which they can apply pressure at every level--to school boards, city councils, state legislatures and Congress--for enabling legislation, directives and funds for bilingual programs. A need for a national clearing-house for information on legislation, court suits and pilot programs was also expressed.

Among those presenting papers for discussion were Carlos García of the Puerto Rican Research and Resource Center in Washington, D.C.; Dr. José A. Cárdenas, Superintendent of the Edgewood Independent School District in San Antonio, Texas; Salomón Flores, Director of Programs for the Spanish-speaking at Chicago State University; and César A. Perales, Director of the Puerto Rican Legal Defense and Education Fund in New York.

Serving on the advisory committee were Henry Casso, Director of Bilingual-Bicultural Education, School of Education, University of Massachusetts; Rosa G. Inclán, Consultant on Bilingual Education for the Dade County (Florida) Public Schools; and Hernan LaFontaine, Executive Administrator, Office of Bilingual Education, New York City Board of Education.

The conference pointed up the vivid and distinct differences in background and goals among Puerto Ricans, Cubans and Mexican-Americans and the ways these differences reinforce the limited problem-solving strategy that has been employed so far. Nonetheless, the overall consensus was that there should be continuing contact between the groups. The need for bilingual education was recognized by all. Perhaps even more important, it was recognized for the first time that shared solutions to the shared problems were possible.

### Aspira of New York

Aspira of New York is the oldest, the largest, and administers the most complex program of all the affiliates. Its complexity, however, is one of its strengths. Like a weaving on a loom, the entire fabric is strengthened as each new strand is woven through. This year, further development of the individual components of the Aspira program reinforced the entire effort, although Aspira of New York, like the other affiliates, was affected by the budget cuts.

The result of that effort was that 1,102 students, the highest number ever, were placed in colleges across the country. Thirteen Aspirantes were placed in medical school, and 74 in other graduate programs. A total of \$853,063 was found for them in financial aid.

The College Retention Program counseled a total of 1,354 college students regularly, and 3,545 high school students took part in the educational counseling program. Through the leadership development program, students and parents took an active part in Community School Board elections for the first time. The 36 Aspira Clubs in New York had a roster of 2,500 members.

### Scholarship and Loan Program

A continual flow of Puerto Rican high school seniors sought assistance in continuing their education from the Scholarship and Loan Center in Manhattan. The 1,572 students were referred by the Aspira Borough Centers, the Board of Education, community programs, friends, or just walked in on their own. Aspira's services have become well known.

In addition to placing nearly all of the students, an individual financial aid package of scholarships, loans and work-study was worked out for each one. A series of seminars on how to choose and apply to college, and on college life was offered. Students now in college were invited to take part in peer counseling sessions in order to encourage the high school students to go on to college.

A total of 1,200 high school juniors from all over New York City participated in the Annual College Interview Meeting in June which was held at New York City Community College. Representatives of more than 100 institutions of higher learning attended and answered questions about requirements and opportunities at their schools.

Counselors had other ways of making institutions aware of Aspirantes. A continual program of recruitment, in which college representatives met with potential candidates for admission, was conducted by Aspira of New York during the year. On several occasions, students were admitted immediately.

One of the highlights of the year for seniors were the many trips to college campuses.

#### College Retention Center

College students sought counseling in several areas, particularly in financial aid, in order to stay in school, or to seek readmission if they had to drop out. Many find that because of financial pressures, they must interrupt their college career for a while.

The newly organized Student Advisory Board held a conference at which more than 60 college student organizations were represented. A coalition, which grew out of the conference, met weekly afterwards to discuss common issues and develop strategies.

More than 70 parents of college students, a record turnout, participated in a meeting on a hot, muggy Sunday in June to hear about college life and the opportunities available to their children.

#### Graduate Studies Program

This division has grown to tremendous proportions and is the most pressure-ridden of the program. Placements this year increased significantly. Much advocacy in the fields of psychology, education, business and social work is still needed, however. The schools have been accepting our students without financial aid. Since most can't attend without financial aid, the probability of their attending in large numbers is nil. A great effort was made to find funds for them.

### Special Services

Special Services counselors worked with Puerto Rican students at five colleges in New York City, developing supportive services and offering seminars on such subjects as academic orientation, financial aid, study habits and proposal writing. All the counselors worked actively with campus student groups who were in need of direction and organization.

At the end of the year, all of these programs, including Scholarship and Loan and services to college and graduate students, were consolidated into the Aspira Educational Opportunity Center. It is hoped that greater coordination of efforts and efficiency will grow out of the merger.

### Leadership Development

Aspirantes this year provided service while they were receiving services. Students in the 36 Aspira Clubs in high schools around the city assumed the roles of participants and advocates in the Puerto Rican community.

As a group, they took part in protests at City University, demanding that free tuition be retained.

The clubs also planned, organized and carried out cultural activities that were aimed at educating parents as to what their children are doing in Aspira and how they could help in their children's education. The children, through songs, dances and poetry were preparing the ground for a parent association connected with the centers.

The clubs, in addition, participated in store front programs dealing with housing and health problems and tutoring younger students.

One of the major efforts, however, was working in the Community School Board elections. The Aspira Borough Council committees organized 18-year-olds to register parent voters after taking part in a city-wide training convention on the elections. The participation in the campaign continued through election day and many Aspirantes learned how to conduct an election campaign. Three Puerto Rican candidates were elected in one district.

### Educational Counseling

For the second year, freshmen and sophomore educational counseling seminars were conducted throughout the year as part of the thrust to reach high school students early enough to effect the direction of their schooling. Counseling for juniors gave them special preparation for the annual college interview meeting. Intensive individual counseling, which was started last year, was continued and improved this year.

Tutoring programs were held in two of the Borough Centers for Aspirantes who needed help in math, reading and comprehension. Career fairs, public speaking courses, sex education classes and drug orientation sessions added up to a busy year for the centers.

### Creating Resources for Educational Opportunity (CREO)

After an unbelievably successful two years, the CREO program, which ran Aspira's alternative school--a bilingual high school--lost its federal funding and had to close its doors in June.

Its aim was to develop a successful model of bilingual education for Puerto Rican high school students to demonstrate that it was possible to reduce the 70% high school drop-out rate. Its pilot group were 75 high school juniors from a nearby high school in East Harlem. They were chosen because they showed characteristics of becoming school drop-outs--low marks and poor attendance. After two years in the Aspira-run CREO school on an intensive 9 a.m. - 5 p.m. schedule, 65 were admitted to college.

They had studied a curriculum which included English, Spanish, math, science, history, art, music and physical education taught by bilingual Puerto Rican teachers. In addition, they were given a supportive program of intensive personal and academic counseling

CREO proved that a stimulating educational institution could take potential drop-outs and help them to grow socially and intellectually and to develop motivation and skills which would enable them to go on to higher learning.

Much of the knowledge gained through the CREO experience will be incorporated into new programs to be established at Aspira's Educational Opportunity Center where half of the CREO faculty are part of the staff. A number of leaders in bilingual education were developed in CREO and at the end of the program they were much sought after by other educational institutions in the city.

#### Parent and Student Guidance Project

One of the problems Aspira has faced over the years is the timidity Puerto Rican parents--many of them uneducated--feel about protesting the lack of concern the school system has exhibited toward their children. Another problem is the gap in understanding and aspiration between Island-born parents and New York-born children.

In an attempt to deal with these problems, the Parent and Student Guidance Project was started in 1969. This year, 434 parents and 649 students took part in the project in two Manhattan school districts with large Puerto Rican populations.

Workshops were conducted in the junior high schools by Aspira in Spanish for parents and in both Spanish and English for students. Almost all of the parents were born in Puerto Rico and had less than an eighth grade education. The staff for the program included Puerto Rican Family Assistants paid by the Board of Education.

Demonstrating that the parents and students learned their lessons quickly and well were the following results of the program;

A parent was named to the Board of Education Advisory Committee; two parents were chosen for a multi-school district advisory board; three are on the executive board of the Parents Association in one school and six more were candidates for election; another was elected vice president of a PTA even though he cannot speak or read English; four parents attended Public Education Association training sessions and were deputized to register voters for the Community School Board elections; ninth grade students were recruited for the Aspira Clubs program.

To sensitize the teachers, in-service training was conducted for new teachers in both districts.

Despite the success of the program, the foundation grant supporting it was withdrawn at the end of the year. New sources of funds are being sought.

#### Staff Development

Aspira of New York is cooperating with Queens College of the City University of New York in a two-year program which will allow staff members to earn a Master's degree in guidance.



### Aspira of Illinois

Aspira of Illinois, in its fourth year of educational leadership, has become one of the strongest of the Aspira affiliates. Among its tangible achievements this year were placing 337 students in college and six in medical school, counseling more than a thousand students, helping over 600 to develop leadership skills in Aspira Clubs, running a highly successful Bilingual Alternative School and a precedent-setting summer program.

Yet its impact may have been greatest where its achievements are intangible--fostering positive self-concepts, community awareness, personal growth, and winning the respect of both the Spanish-American community and the larger educational and business community in Chicago.

During the past four years, Aspira of Illinois has striven hard to live up to its goal of being a strong advocate of equal educational opportunity for Puerto Rican youth. The need has not diminished. The educational deprivation, of which the Spanish-speaking community is a victim, runs hand in hand with the continuing urban decay. Approximately 50% of the students served come from families on public assistance. The other half come from families whose income is less than \$7,000. The unemployment rate among the Spanish-speaking population is twice the local rate.

Many Puerto Ricans in Chicago never reach high school. Of those who do, 72% fail to graduate. The drop-out rate is not limited to high school. Many students do not finish the intermediate grades. It is apparent that Aspira must intervene at that level as well.

Because much of the drop-out rate is due to the archaic, inflexible and regimented nature of urban schools, Aspira of Illinois has applied strong pressures toward making the school system more relevant to the Puerto Rican community. This role of educational advocate has involved the agency's staff and Board of Directors in negotiations with the school system as well as in a variety of public and private policy-making groups.

### Educational Counseling

In Chicago this year, a total of 1,054 students participated in the counseling program and 337 were placed in college. For the first time since the Health Careers Program started, Aspira of Illinois was able to place students in medical school and this year there were six.

Special counseling workshops were held in individual high schools, as well as at the Aspira Center, at the request of several guidance counselors and through the good offices of the Aspira Clubs in those schools.

The counseling program started with strength, a result of the success of the Aspira Summer Program which incorporated weekly two-hour educational counseling sessions for 200 students. The workshops helped students to become aware of the importance of early counseling, and of college entrance and financial aid procedures.

Reinforcing the counseling sessions were field trips and lectures during the summer and the school year at a variety of universities and colleges throughout the midwest. Five students participated in a four-day tour conducted by the Chicago Committee of Urban Opportunity (CCUO) of five universities in Indiana and Ohio.

The result was that many students coming in for counseling in September had a specific goal in mind and knew what kind of advice they needed. They were, moreover, less hesitant to apply to the more prestigious four-year colleges, rather than limiting themselves to the two-year community colleges or smaller institutions which a great percentage of the Spanish-speaking students attend.

Aspira's increasing reputation as an advocate for Spanish-speaking students has attracted other non-Puerto Rican students, including a large group of Mexican heritage to the program.

On the college level, a stronger liaison has developed with such schools as Chicago State University, Mundelein, Mayfair, Central YMCA, Loop College, Northeastern, University of Illinois Circle Campus and DePaul University. Much information for servicing students has been compiled in addition to strengthening individual contacts.

When Aspira first started in Chicago four years ago, an initial Aspira study identified only 29 Puerto Ricans from Chicago attending college in the metropolitan area. In four years Aspira has counseled thousands of students and placed nearly a thousand "high-risk" Puerto Rican students in college.

#### Leadership Development

There are fifteen Aspira Clubs, mainly in high schools, in Chicago this year with an active membership of 600. Cadres of leaders from the various clubs attended the Aspira-YMCA Summer School Program during the summer of 1972. The 200 students received in-depth leadership training and skills development in seminars for six weeks.

In September these students spearheaded the drive to reactivate the school clubs, recruiting new members, remotivating all members and focusing on relevant issues and meaningful activities. Cultural shows, fund raising for scholarships or educational trips, collecting clothing for Nicaraguan earthquake victims, and tutoring were among their activities. Clubs at two schools initiated a unique anti-vandalism program. The campaign by Aspirantes at another school for a Latin-American studies program culminated in the hiring of a permanent bilingual/bicultural teacher.

Aspirantes who were deeply involved in school and community issues appeared before the U.S. Civil Rights Commission's Public Hearing for the Mid-West Spanish-speaking in October.

Each club elected representatives to the city-wide Aspira Club Federation where the Aspirantes learned, though participation in the democratic process, how to mobilize support for common concerns.

## Special Programs

### Aspira Bilingual School

The Aspira Bilingual Alternative School continues to be a source of fulfillment and growth for many of the community's most frustrated individuals--the high school drop-outs. The small and innovative Bilingual High School, which was started in 1971, served 45 school drop-outs this year. Originally limited to basic math and oral English language skills and preparation for the General Equivalency Examination, the program was expanded in the fall of 1972. The participation of the Chicago City Colleges was added to that of the Chicago Committee of Urban Opportunity-Model Cities program. A full course of instruction in Spanish and English as first or second languages, general math, general science, history and Latin American studies was offered. A work component in the fields of health and business emphasized the practical value of this knowledge.

Forty of these students, who had been "written off" by the school system, passed the high school equivalency examinations. Thirty-six were placed in college or other post-secondary institutions.

During the summer of 1972, the Aspira School conducted an eight-week summer program at Amundsen-Mayfair Community College. Mayfair offered courses in typing and English as a second language and the Aspira staff provided courses in Latin Americans in Chicago, Science and Human Survival, public speaking, developmental math, educational counseling and leadership training.

### Project 55

A natural offshoot of the summer leadership development program was the desire by participating students to use their knowledge and experience by working in and through the clubs. Since many students need to earn money while studying, Aspira designed a program to give part-time jobs to 55 students. Those selected were high intellectual and leadership potential, but were high drop-out risks at school.

Funded through C.C.U.O.-Neighborhood Youth Corps, the students worked in four areas--tutoring, educational counseling of their peers, community referral and media. The students received training and orientation from volunteer resource people recruited from diverse agencies, followed by field placement at agencies or institutions requesting services, and continued in-service training.

An outgrowth of the media component was a videotape documentary on the Puerto Rican community of Chicago which was to be shown at the Ninth International Conference on Ethnography in Chicago in the summer of 1973.

#### A New Work Study Program

A pilot project was started this year in collaboration with Quaker Oats. The dual goal was to provide Puerto Rican students with exposure to the world of business as well as financial aid and work experience. Aspira recruited students committed to working part-time with Quaker Oats. The company in turn agreed to provide all financial aid for the students to acquire an education at whatever level he may reach.

#### College Research Program

The College Student Advocate, a college student working full time for Aspira, is conducting a needs assessment study in Chicago colleges and universities as the basis for a proposal to establish a College Retention Program. This would provide a formal program of counseling, tutoring and other support to Puerto Ricans in College.

#### Parent Involvement

Involving parents in the program is one of the most difficult things to accomplish, yet one of the most essential to the success of a counseling service and club network. A move toward organizing such a program was initiated in January when a group of parents of Aspirantes involved in Project 55 gathered with staff to discuss the program. At a later meeting with Maria Cerda, chairman of Aspira of Illinois Board of Directors and a representative of the Board of Education, the parents expressed the need they felt for more information on city-wide educational issues.

### Community Support

The generous help from our friends in the private corporate sector, which reflects their sense of social responsibility, has enabled us to achieve much over the past four years. Of paramount importance has been the assistance received from Aspira of Illinois' distinguished Board of Governors. In appreciation of this support, Donald M. Graham, Chairman of the Board, was honored at Aspira's annual dinner, June 25.

Among the many distinguished guests who attended were the Hon. Dan Walker, Governor of Illinois; the Hon. Francisco De Jesús, Attorney General of Puerto Rico, representing the Hon. Rafael Hernández Colón, Governor of Puerto Rico, who spoke at the dinner; and other members of the Board of Governors, loyal friends and supporters.

### Aspira of New Jersey

New Jersey, with 224,125 Puerto Ricans, has one of the highest concentrations of Puerto Ricans in the country. This year, despite lack of funds, staff changes, and the difficulties involved in coordinating a network of clubs and centers spread over three counties, Aspira of New Jersey was able to progress in important directions.

Students reached for responsibility and leadership roles. The number of students placed in college was doubled, and Aspira enjoyed a growing cooperative relationship with the Newark Board of Education and with college admissions officers.

The need everywhere is great. Passaic County has a Puerto Rican population of 35,000, 14 percent of the total population of the county. For most, English is a second language. But not even the biggest city in the county--Paterson--which has a Puerto Rican school population of 5,240, has a program of bi-lingual education.

To help meet this need, Aspira's Paterson's Center, funded by a Federal Talent Search grant, swung into full operation in December. Seventy-two Aspirantes from Paterson were helped to gain acceptance to college this year. Evaluations of the center, conducted by the Department of Health, Education and Welfare, were so encouraging, the grant was extended for another year.

Hudson County, however, with a Spanish-speaking population of 54% did not fare as well. Model Cities has not been able to renew its grant which enabled Aspira to open and operate an Aspira Center in Hoboken to service both Hoboken and Jersey City. The first city in the continental United States in which the majority of the population was Puerto Rican, Hoboken is greatly in need of Aspira's services. However, it has only been serviced by one counselor and an aide. Their dedication and that of a Hoboken teacher has kept activities going and students involved.

Newark has a Puerto Rican population of 42,715. Over 9,000 are of school age.

The Aspira Essex County Center in Newark has become an important and influential factor in matters relating to the education of Puerto Rican youth. Aspirantes have been participating actively in Board of Education meetings as well as in proposing curriculum changes. An Aspirante, for instance, proposed that classes in the history of Puerto Rico and English as a second language be given in high schools which have a high concentration of Puerto Rican students. The proposal was accepted by the Board of Education and put into effect during the '72-'73 school year.

### Educational Counseling

Aspira received permission, as well, from the Newark Board of Education for Aspira counselors to counsel Puerto Rican students within the guidance offices in several high schools. The arrangements made Aspira counselors more accessible to the students and provided the counselor with the opportunity to observe the Aspirantes' academic progress through meetings with teachers and school guidance counselors. The reaction from the schools was positive and encouraging and plans are being made to expand program into other schools.

Efforts to encourage Puerto Rican students to finish high school and seek higher education continue to pay off. This year 262 students applied to colleges throughout the state. Over 200 gained admission to one or more of the colleges they had applied to and most received financial assistance. Considering that the Puerto Rican high school drop-out rate has been as high as 84% in Newark alone, the figure is impressive.

Aspira's counseling services are being extended to high school drop-outs--young people who have dropped out of school because it was unresponsive to their needs, and then found themselves disappointed by a lack of success in finding jobs. Opportunities are being extended to them to acquire high school equivalency certificates and to enter college or training programs for specialized vocations.

In '73-'74, Aspira plans to expand both the outreach and counseling aspects of the entire program.



More than 800 students were counseled this year in both individual and group sessions. Workshops were held for 9th through 12th graders on such topics as Puerto Rican history and culture, and career and educational planning. A successful three-day workshop for seniors was held to prepare them for the differences between high school and college.

Aspira has also developed a working relationship with admission and financial aid officers of colleges throughout the state, an important factor in the increasing number of Puerto Rican students admitted to college.

### Leadership Development

The Aspira Clubs program has grown considerably during the past year. There are now twelve clubs in high schools in the tri-county area with a membership of over 320.

This year, the clubs dedicated themselves to expanding and strengthening their membership by organizing educational and social activities which would make them more visible in the community.

Two activities which were the highlight of the year were Aspira Week--a week-long program in the high schools comprised of a play and workshops on drug abuse and sex education, and an art exhibit held at the Newark Museum of Art. Paintings and other works of art by Puerto Rican students throughout the state were exhibited for two weeks.

The Aspira Clubs Federation held its annual three-day convention at Camp Lindwood in Sussex County in June. Representatives of clubs from Hudson, Passaic and Essex Counties attended. Concerned over the difficulties in making the Federation work because of the distances between counties and the lack of transportation, the convention representatives formulated and approved an alternative form of government--county councils. Two members of each county council, elected by their fellow Aspirantes, will be part of a state-wide council which will meet monthly with the Executive Director of Aspira of New Jersey to discuss the concerns of students throughout Passaic, Hudson and Essex Counties

### Parent Involvement

Aspira counselors have begun to organize a Parents Federation that will parallel the Clubs program. Parents who are taking part in the planning have demonstrated great interest. It is expected the Parents Federation will be in full operation during '73-'74, organizing activities in the community as well as participating in workshops.

### Community Support

A year of expansion and accomplishments culminated in Aspira of New Jersey's third annual luncheon in Newark for community leaders and supporters. Over 300 guests attended the luncheon, representing the education and business community, and elected officials from the entire state of New Jersey.

### Aspira of Pennsylvania

A lengthy school strike in Philadelphia combined with long delays in receiving federal funds committed for ongoing programs severely hampered plans by Aspira of Pennsylvania, Inc., to get new and continuing programs underway in the fall.

Redoubled efforts when the strike ended and the funds started flowing, however, brought an optimistic surge of activity and eager participation by students and schools alike.

A Right to Read program was started in collaboration with the Community College of Philadelphia, funded by H.E.W. More students than could be accommodated signed up.

In response to the problems of large numbers of Puerto Rican students dropping out of school between junior high school and high school, a junior high school program was started. Despite the strike-caused chaos, it became clear in meetings with principals and counselors at the junior high schools that they had wanted an Aspira club in their school for some time, and they promised their complete cooperation.

The problems of Puerto Rican children in Philadelphia schools are many. There are 72,000 Puerto Ricans in Philadelphia out of a population of three million. Many who have come in recent waves of migration from the small towns and villages of Puerto Rico are unskilled, minimally uneducated and desperately poor. Forty percent of all Puerto Rican households in Philadelphia have incomes below \$3,000. Few see higher education as a priority for their children or see the possibilities of securing it.

Although significant numbers of Puerto Rican students drop out after junior high school, an additional 20.2 percent of Spanish-speaking high school students drop out before finishing, compared to 12.1 percent for all ethnic groups in Philadelphia. Of the Puerto Rican students who do graduate, less than 3 percent enter college compared to a 50% national average.

### Educational Counseling

Students were frustrated and disillusioned with school and more than ever talked of dropping out because of the long strike, but counselors continued to contact them and provide services. A total of 744 students were counseled this year, and 150 placed in college. This figure--nearly double the number ever placed in one year--is greatly encouraging compared to the 80 students placed last year, and a grand total of 350 Puerto Rican students in undergraduate school and 15 in graduate school during the 1972-73 school year. Prior to Aspira's work in Pennsylvania, less than 19 Puerto Rican students were entering colleges and universities.

During the September semester, Aspira was able to negotiate with Penn State to allow Aspira to select the best Puerto Rican college candidates. Penn State accepted all of Aspira's candidates as well as three more.

Early in the year, Aspira participated in the State Department of Education evaluations, and was able to document that Puerto Ricans are not being afforded opportunities for higher education or entrance into programs leading to college.

The counseling staff led workshops at Penn State University on human relations, self-image and identity, with participation and cooperation from the Educational Opportunity Program counselor there. Although the students asked that we continue to give the workshops, lack of staff and funds made it impossible to continue them regularly.

When the Right to Read funds finally arrived early in 1973, massive recruitment of students who had been turned away earlier took place. Classes were held daily and students were started on an intensive reading skills program plus recreation. A small stipend for carefare was given each student.

### Leadership Development

Once the schools were at peace, the leadership development program in the Aspira clubs at the high schools was able to proceed and efforts were made to accelerate the program in order to get as many activities as possible into what remained of the school year. Almost 100 new students were recruited for the junior high school program and activities such as workshops on careers, tutoring sessions, films and visits to recreational, cultural and sports events took place. A total of 150 members participated in the 14 Aspira Clubs.

During the summer of 1972, 250 Aspirantes participated in the Neighborhood Youth Corps Employment Program and seven students worked at the Aspira Center, planning workshops, ideas and programs for the coming year, as well as doing clerical and custodial assignments. They were also taken on visits to museums, Independence Hall and other cultural sites.

### Community Support

The First Pennsylvania Bank and the Greater Philadelphia Chamber of Commerce were co-sponsors of a successful Aspira luncheon in September. More than two dozen top corporate business leaders attended and listened with interest to reports on Aspira's work in Philadelphia.

### Aspira of Puerto Rico

For Aspira of Puerto Rico, this was a year of building new successes on a foundation of past accomplishments. A new Upward Bound program for Veterans was instituted. An active federation of high school seniors--the Future University Aspirantes--was strengthened; and a new acceptance of Aspira by school authorities and the placing of 74 Aspirantes in college was achieved.

The average per capita income in Puerto Rico is \$1,727, but for Aspira's constituency, it is 25% lower. They are the residents of slum areas, low income housing development and rural barrios. For those under 21 years old, the unemployment rate is 24% compared with 11% for the rest of the island. Of every ten who start first grade, only three graduate from high school. The drop-out rate for secondary schools alone is 57%.

This isn't a group that is used to success, but the tutoring, counseling, and real achievement which Aspira inspires, creates a new confidence and motivation.

### Educational Counseling

The sense of accomplishment Aspira had felt in June of 1972 when the University of Puerto Rico agreed to accept 75 Aspirantes, turned into a sense of disaster in September, when the agreement came apart. No one seemed to take responsibility for it. That is when the Future University Aspirantes took action. They wrote to the Governor, visited Senators, held press conferences, visited the University campuses and met jointly with labor leaders and the President of the University of Puerto Rico.

During the long uncertain waiting period, 12 students gave up hope and dropped out. Of the remaining 63, 54 were finally accepted by the University and the rest were placed in other colleges. In all cases, Aspira counselors negotiated for financial aid, the waiving of fees, and work-study where possible.

Through the year, students were helped to prepare for the college board examinations and to apply for college, and received a great deal of help in individual and group counseling, seminars, debates, forums, excursions to college campuses and other activities. A series of seminars on study habits, plus films, and lectures on subjects requested by the students--including sex education, family conflicts, and poverty and education--proved stimulating and helpful.

Three Aspirantes had the opportunity to attend a seminar at Morehouse College in Atlanta, Georgia, which was sponsored by the Jack and Jill Foundation of America. The possibility of attending college on the continent is remote for most students, though, because of the expense.

Educational counselors and other staff members helped plan and organize a television program which was presented by station WKAQ on the Achievements Awards Night.

By the end of the year another 74 Aspirantes were helped to gain admission to college, and the University's attitude towards Aspirantes seemed more mellow than in the past. The School of Medicine, however, true to its traditions, did not admit even one Aspirante, including one who graduated magna cum laude from the University of Puerto Rico.

#### Tutoring Program

Educational counselors worked closely with the tutorial program which started in September with a staff of 11 teachers and 70 students. The curriculum included math, Spanish and English. Throughout the year, Aspira sought ways to make the teaching more effective, using new instructional models and special training to get to the core of the students' learning abilities and seeking the best ways to individualize instruction.

Public elementary and secondary schools in Puerto Rico are notoriously less effective than private schools, and Puerto Rican parents will make many sacrifices to pay for a private education for their children. But for the parents in the lowest income group, from which Aspira seeks its members, this option is rarely open. Nor can they pay for private tutoring, which is another device widely used to help youngsters maintain academic averages.

The University of Puerto Rico, however, the only publicly-supported free college on the island, has had such high and inflexible standards, those educated in the public schools rarely were able to enter until Aspira started being their advocate. Still 64% of the University's enrollment comes from the privileged class which constitutes only 27% of the population. The tutoring program is aimed at changing this balance.

### Leadership Development

Unlike most of the affiliates, Aspira of Puerto Rico's leadership club organization is based primarily in the communities rather than the schools. The main reason for this has been the resistance that school authorities have previously exhibited towards Aspira as an organization.

The common denominator and the cohesive factor which Aspira of Puerto Rico uses with young people is their condition of poverty. But since the Puerto Rican youngster lacks class consciousness, the idea of poverty in the abstract does not move him as much as the very concrete educational problems which face a student from a poor family.

This year school authorities demonstrated an increasing acceptance of Aspira, which gave more encouragement and support to the Aspira Clubs in the schools. The characteristics of the students, their attitudes, motivation and their method of functioning make it clear that the schools are the primary place for the Aspira Club structure and leadership development in the future.

Twelve Aspira Clubs, with a membership of 750 high school age students, as well as two college student clubs were active this year. A group of 110 high school seniors formed the Future University Aspirantes to prepare for, and advocate for, admission to college.

In an attempt to encourage the greatest participation possible by Aspirantes in their meetings and to teach new approaches to discussions and problem solving, club organizers suggested seminars which were prepared and planned by the Aspirantes. The topics which were chosen by the club members included racism in Puerto Rico; sex and youth; values of Puerto Rican culture; addiction in Puerto Rico; and the women's liberation movement.



Strong membership and leadership characterized the clubs this year. To a great extent this was made possible by the outward movement of older Aspirantes, some to the Future University Aspirantes, and by others who gave up their leadership positions in order to give others a chance to develop.

The Aspira Clubs Federation was dynamic this year, at times meeting weekly. Members of the ACF Board of Directors initiated meetings with the chapter boards and executive committees of individual clubs to discuss their plans and activities. A weekly radio program on station WQBS was planned along with more traditional educational, social and leadership activities.

#### Special Veterans Program

One of the most successful new programs this year was an Upward Bound Program for Veterans. A federal Health, Education and Welfare grant allowed Aspira to recruit 120 unemployed Vietnam Veterans and to prepare them to go to college. The aim of the program was two-fold--to make use of the educational benefits available to them as veterans, and to provide careers for themselves. The University of Puerto Rico agreed to work with Aspira on the program.

Starting in January and April, the program ran in two sections. The veterans took an extensive three-month remedial course in Spanish, English, math and science which was offered by the University of Puerto Rico.

This was the first time this type of teaching had been done by the University and there was great enthusiasm for it. Dr. José González, a professor at the Graduate School of the UPR, advised Aspira on individualized instruction and self-learning techniques and suggested four teachers experienced in those areas.

Group dynamics and therapy workshops were offered by Aspira, under the direction of a psychologist, when it was discovered that the veterans had emotional conflicts, intensified by their war experiences, which required attention.

In addition to the classes and workshops, the veterans participated in a seminar called Puerto Rico 1973. Both the history of the island and the major problems of the day were studied, using the daily papers as a major text both to create reading habits and for information.

Aspira staff helped them to fill out applications to colleges and universities and met weekly with teachers of the program at the University.

The universal evaluation of this pilot program by representatives from the Veterans Administration, teachers, and Aspira staff, was that it was effective and of high quality and efficiency.

# Aspira of America

## Statistical Summary of Services in All Affiliates July 1, 1972-June 30, 1973

	<u>12-Month Intake</u>	<u>Cumulative Caseload</u>	<u>Total Club Membership</u>	<u>Number of Clubs</u>	<u>College Placement</u>
Aspira of New York	3,610	7,712	2,500	36	1,102
Aspira of New Jersey	395	822	310	12	233
Aspira of Pennsylvania	357	744	750	14	150
Aspira of Puerto Rico	153	750	750	12	74
Aspira of Illinois	597	1,054	502	16	337
Aspira Nationwide Total	5,112	11,082	4,812	90	1,896

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1972-1973

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BALLESTER HERMANOS COMPANY	C.I.T. FINANCIAL CORPORATION
BAMBERGERS	CNA FINANCIAL CORPORATION
BANCO DE PONCE	COLGATE PALMOLIVE COMPANY
BANCO POPULAR DE PUERTO RICO	COMPTON ADVERTISING COMPANY
BANKERS TRUST CORPORATION	CON AGRA
BEUNIT CORPORATION	CONSOLIDATED EDISON COMPANY OF NEW YORK, INC.
BELDING HEMINWAY COMPANY, INC.	CONTAINER CORPORATION OF AMERICA
BELL LABORATORIES	CONTINENTAL ILLINOIS NATIONAL BANK AND TRUST COMPANY OF CHICAGO
BELL TELEPHONE COMPANY OF PENNSYLVANIA	DANNON MILK PRODUCTS
BERWIND CORPORATION	DRY DOCK SAVINGS BANK
BLANCO, LUGO-MORAN & LAWISTIDA	ERNST AND ERNST
BORG WARNER COMPANY	FIDELITY UNION TRUST COMPANY

CORPORATIONS (Cont 'L)

FIRST BOSTON CORPORATION

FIRST FEDERAL AND LOAN ASSOCIATION  
OF PUERTO RICO

FIRST FEDERAL SAVINGS & LOAN ASSOCIATION

FIRST NATIONAL BANK OF CHICAGO

FIRST NATIONAL CITY BANK

FIRST NATIONAL CITY BANK (PUERTO RICO)

FIRST PENNSYLVANIA BANKING AND  
TRUST COMPANY

FULLANA-SERRA (JAIME) ENGINEERING

GARCIA COMMERCIAL, INC.

GENERAL CIGAR COMPANY

GENERAL TELEPHONE AND ELECTRONICS  
CORPORATION

GRAND UNION COMPANY

GULF OIL CORPORATION

HARRIS TRUST AND SAVINGS BANK

HART, SCHAFFNER AND MARX

HARWOOD COMPANIES, INC.

HERNANDEZ (ALBERTO) REAL ESTATE

HILTON INTERNATIONAL

HOOKER CHEMICAL CORPORATION

ILLINOIS BELL TELEPHONE COMPANY

INLAND STEEL COMPANY

INTERSTATE GENERAL CORPORATION

INTERNATIONAL PAPER COMPANY

INTERNATIONAL TELEPHONE AND  
TELEGRAPH CORPORATION

IRVING TRUST COMPANY

J.C. PENNEY COMPANY, INC.

JERVIS CORPORATION

JEWEL COMPANIES, INC.

KINNEY NATIONAL SERVICE

KIRSCH BEVERAGES, INC.

KRAFTCO CORPORATION  
KRAFT FOODS DIVISION  
SEALTEST FOODS DIVISION  
BREAKSTONE SUGAR CREEK  
FOODS DIVISION

KRESGE (S.S.) COMPANY

LERNER STORES CORPORATION

MANUFACTURERS HANOVER TRUST

MARSHAL FIELD AND COMPANY

METROPOLITAN LIFE INSURANCE  
COMPANY

METROPOLITAN STRUCTURES

MIDTOWN ELECTRIC SUPPLY  
CORPORATION

MOBIL OIL CORPORATION

MONTGOMERY WARD & COMPANY, INC.

MORTON-NORWICH PRODUCTS, INC.

MUTUAL BENEFIT LIFE INSURANCE  
COMPANY

NATIONAL NEWARK & ESSEX BANK

NATIONAL LEAD INDUSTRIES

NEW ENGLAND PETROLEUM CORPORATI

NEW JERSEY BELL TELEPHONE COMPA

NORTHERN TRUST COMPANY

OCCIDENTAL PETROLEUM CORPORATIO

CORPORATIONS (Cont'd)

OGILVY AND MATHER, INC.

OSCAR MEYER AND COMPANY

PEOPLES GAS LIGHT AND COKE  
COMPANY

PEPSICO, INC.

PFORZHEIMER (CARL H.) AND COMPANY

PITCAIRN COMPANY

PLAYBOY CLUB

PONCE DE LEON FEDERAL SAVINGS AND  
LOAN ASSOCIATION

PRUDENTIAL INSURANCE COMPANY OF AMERICA

PUBLIC SERVICE ELECTRIC AND GAS COMPANY

PUEBLO INTERNATIONAL, INC.

PUERTO RICO SUN OIL COMPANY

PUERTO RICO TELEPHONE COMPANY

QUAKER OATS COMPANY

RAPID AMERICAN CORPORATION

RCA CORPORATION

R.J. REYNOLDS TOBACCO COMPANY

R.R. DONNELLY AND SONS  
COMPANY

SCHERING CORPORATION

SIGNODE CORPORATION

SUN/TIMES DAILY NEWS CHARITY  
TRUST

TRUST MORTGAGES, INC.

UNION CARBIDE CORPORATION

WARNER-LAMBERT COMPANY

WARWICK ELECTRONICS, INC.

WOOLWORTH (F.W.) COMPANY

ZENITH RADIO CORPORATION

### III GOVERNMENT GRANTS

United States Office of Education Bilingual Education Research	National
United States Office of Economic Opportunity	National
City of New York Council Against Poverty	New York
Commonwealth of Puerto Rico	New York
Special Service-United States Office of Education	New York
Talent Search-United States Office of Education	New York
United States Office of Economic Opportunity	New York
Neighborhood Youth Corps of Chicago	Illinois
Hoboken Model Cities	New Jersey
Department of Community Affairs of New Jersey	New Jersey
Talent Search-United States Office of Education	New Jersey
Right to Read Project	Pennsylvania
Talent Search-United States Office of Education	Puerto Rico
Commonwealth of Puerto Rico	Puerto Rico
United States Office of Education Upward Bound (Veterans Program)	Puerto Rico

COOPERS & LYBRAND

CERTIFIED PUBLIC ACCOUNTANTS

MEMBER FIRM OF THE  
INDEPENDENT MEMBER FIRMS  
OF THE WORLD

To the Board of Directors of  
Aspira of America, Inc.:

We have examined the combining balance sheet of ASPIRA of AMERICA, INC. and AFFILIATES (Note 1) as of June 30, 1973 and the related combining statement of receipts, expenditures and changes in fund balances for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the combined financial position of Aspira of America, Inc. and Affiliates and the individual financial positions of such Affiliates at June 30, 1973 and the combined and individual results of their operations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

*Coopers & Lybrand*

New York, August 16, 1973; except with respect to Aspira, Inc. of New Jersey for which the date is September 10, 1973 and for Note 2 for which the date is September 21, 1973.

ASPIRA of AMERICA, INC. and AFFILIATES (Note 1)  
COMBINING BALANCE SHEET, June 30, 1973

ASSETS:	Aspira of America, Inc. and Affiliates Combined	Aspira of America, Inc.
Cash, including \$89,181 in savings accounts	\$330,858	\$43,725
Certificates of deposit	40,000	
Security deposits	8,620	950
Funds receivable	47,483	
Land and buildings, net of accumulated depreciation of \$3,089 (Note 3)	131,009	
Office equipment	45,060	
Other, principally salary advances	<u>3,975</u>	<u>1,122</u>
	<u>\$607,005</u>	<u>\$45,797</u>
LIABILITIES and FUND BALANCES.		
Note payable to bank	\$ 20,000	
Pension contributions payable (Note 2)	21,885	\$ 4,695
Mortgages payable (Note 3)	25,649	
Accounts payable and accrued liabilities	47,968	2,046
Deferred revenue	<u>16,500</u>	
Total liabilities	132,002	6,741
Fund balances, June 30, 1973	<u>475,003</u>	<u>39,056</u>
	<u>\$607,005</u>	<u>\$45,797</u>

The accompanying notes are an integral part of the financial statements.

ASPIRA of AMERICA, INC. and AFFILIATES (Note 1)  
 COMBINING BALANCE SHEET, June 30, 1973

<u>Aspira of New York, Inc.</u>	<u>Aspira, Inc. of New Jersey</u>	<u>Aspira, Inc. of Pennsylvania</u>	<u>Aspira, Inc. of Illinois</u>	<u>Aspira, Inc. of Puerto Rico</u>
\$172,825	\$ 2,936	\$ 6,586	\$25,288	\$79,498
40,000				
6,090	1,050	30		500
	37,510		9,973	
113,817		17,192		
13,302	17,295	6,108	1,070	7,285
<u>1,273</u>	<u>907</u>		<u>673</u>	
<u>\$347,307</u>	<u>\$59,698</u>	<u>\$29,916</u>	<u>\$37,004</u>	<u>\$87,283</u>
	\$20,000			
\$ 17,190				
22,594		\$ 3,055		
16,919	9,567	2,525	\$11,509	\$ 5,402
	<u>16,500</u>			
56,703	46,067	5,580	11,509	5,402
<u>290,604</u>	<u>13,631</u>	<u>24,336</u>	<u>25,495</u>	<u>81,881</u>
<u>\$347,307</u>	<u>\$59,698</u>	<u>\$29,916</u>	<u>\$37,004</u>	<u>\$87,283</u>

ASPIRA of AMERICA, INC. and AFFILIATES (Note 1)  
 COMBINING STATEMENT of RECEIPTS, EXPENDITURES and CHANGES in FUND BALANCES  
 for the year July 1, 1972 through June 30, 1973

	Aspira of America, Inc. and Affiliates Combined	Aspira of America, Inc.
Receipts:		
Contributions:		
Foundations	\$ 485,373	\$204,468
Corporations	149,571	77,809
Community	18,463	11,524
Governmental grants	1,380,688	111,000
Interest and other	<u>23,374</u>	<u>840</u>
	2,057,369	405,641
Transfers from Aspira of America, Inc.		<u>(231,877)</u>
Total receipts	<u>2,057,369</u>	<u>173,764</u>
Expenditures:		
Personnel and fringe benefit costs	1,449,059	103,735
Program costs	166,947	29,587
Development costs	33,836	21,264
Administrative and other:		
Space costs	125,299	13,809
Equipment, including rentals	54,968	3,350
Consumable supplies	42,725	4,751
Board of Directors	2,139	1,598
Other	<u>130,083</u>	<u>20,290</u>
Total expenditures	<u>2,005,056</u>	<u>198,384</u>
Excess of (expenditures over receipts) receipts over expenditures	52,313	(24,620)
Fund balances, June 30, 1972 (Note 4)	414,497	63,676
Cost of equipment and property purchases restored to fund balance (Note 5)	<u>8,193</u>	<u>      </u>
Fund balances, June 30, 1973	<u>\$ 475,003</u>	<u>\$ 39,056</u>

The accompanying notes are an integral part of the financial statements.



ASPIRA of AMERICA, INC. and AFFILIATES (Note 1)  
 COMBINING STATEMENT of RECEIPTS, EXPENDITURES and CHANGES in FUND BALANCES  
 for the year July 1, 1972 through June 30, 1973

<u>Aspira of New York, Inc.</u>	<u>Aspira, Inc. of New Jersey</u>	<u>Aspira, Inc. of Pennsylvania</u>	<u>Aspira, Inc. of Illinois</u>	<u>Aspira, Inc. of Puerto Rico</u>
\$ 122,680	\$ 57,500	\$ 35,000	\$ 59,725	\$ 6,000
4,145	11,300	9,380	25,649	25,433
919,239	20	2,008		766
<u>20,251</u>	<u>1,925</u>		<u>358</u>	
1,066,315	178,334	78,940	158,955	169,184
<u>74,757</u>	<u>40,388</u>	<u>31,088</u>	<u>43,766</u>	<u>41,878</u>
<u>1,141,072</u>	<u>218,722</u>	<u>110,028</u>	<u>202,721</u>	<u>211,062</u>
802,217	166,906	70,464	191,070	114,667
81,614	960	14,726	10,219	29,841
8,750				3,822
78,694	17,079	867	9,600	5,250
36,146	11,850	1,589	2,033	
24,740	6,442	2,008	2,566	2,218
541				
<u>54,703</u>	<u>21,131</u>	<u>8,865</u>	<u>15,166</u>	<u>9,928</u>
<u>1,087,405</u>	<u>224,368</u>	<u>98,519</u>	<u>230,654</u>	<u>165,726</u>
53,667	(5,646)	11,509	(27,933)	45,336
236,937	11,084	12,827	53,428	36,545
	<u>8,193</u>			
<u>\$ 290,604</u>	<u>\$ 13,631</u>	<u>\$ 24,336</u>	<u>\$ 25,495</u>	<u>\$ 81,881</u>

ASPIRA of AMERICA, INC. and AFFILIATES  
NOTES to COMBINING FINANCIAL STATEMENTS

1. Summary of Significant Accounting Policies

- .The combining financial statements include the accounts of Aspira of America, Inc., and affiliates: Aspira of New York, Inc., Aspira, Inc. of New Jersey, Aspira, Inc. of Pennsylvania, Aspira, Inc. of Illinois and Aspira, Inc. of Puerto Rico. Aspira of America, Inc. is a national organization which coordinates and maintains a unified Aspira program for all Aspira affiliates. Major functions of the national office are to develop programs, raise funds, train personnel and provide financial and administrative support. Interaffiliate transactions have been separately identified.
- .As is common with many nonprofit organizations, Aspira of America, Inc. and Aspira of New York, Inc. maintain their accounts on a modified accrual basis; however, their financial position and results of operations would not be materially different if the accounts were maintained on a generally accepted accrual basis.
- .The following policies have been adopted by the affiliates for the costs of property and equipment purchases:  
Aspira of America, Inc. and Aspira of New York, Inc. - Since July 1, 1971, costs are charged to operations in the year incurred.  
Aspira, Inc. of New Jersey, Aspira, Inc. of Pennsylvania, Aspira, Inc. of Illinois and Aspira, Inc. of Puerto Rico - Costs are capitalized in the year incurred.
- With the exception of Aspira, Inc. of Puerto Rico, the affiliates do not provide for depreciation on property and equipment since such assets are purchased from donated funds and it is expected that replacements or additions will be likewise acquired. Depreciation for the year, with respect to Aspira, Inc. of Puerto Rico, amounting to \$1,037 is recorded over the estimated useful lives of the assets and is computed using the straight-line method.
- .Contributions and grants are reflected in the accounts upon receipt of cash. Amounts received which are specifically designated for future periods are deferred.

Continued

ASPIRA of AMERICA, INC. and AFFILIATES  
NOTES to COMBINING FINANCIAL STATEMENTS, Continued

2. Pension Plan

Aspira, together with an affiliate, has a contributory pension plan available to all employees electing to participate and meeting length of service requirements. Pension expense for fiscal 1973, determined on the accrual basis, was approximately \$14,000 based upon actuarial estimates of current service cost, amortization of past service costs over thirty years and interest. As of the latest valuation, September, 1973, the fund balance exceeded the actuarially computed value of vested benefits.

3. Mortgages

Mortgages payable by Aspira of New York, Inc. on its land and buildings consist of a first and second mortgage bearing interest at rates of 6% and 9-3/4%, respectively, due June 1, 1975 and September 1, 1974, respectively. The mortgage payable by Aspira, Inc. of Pennsylvania on its land and building bears interest at a rate of 8-1/2% and is due September, 1974.

4. Adjustment to June 30, 1972 Fund Balance

In prior years, Aspira, Inc. of New Jersey had recorded certain designated contributions as revenue in the year received rather than in the year for which they were designated. Had the contributions been properly recorded, the net effect on the previously reported excess (deficit) of revenue over expenditures for the year ended June 30, 1972 would have been to decrease the deficit by approximately \$6,500.

In the accompanying financial statements the fund balance as of June 30, 1972 has been restated to properly reflect such contributions as follows:

	Aspira of America, Inc. and Affiliates <u>Combined</u>	Aspira, Inc. of New Jersey <u></u>
Fund balance, June 30, 1972, as previously reported	\$429,497	\$26,084
Adjustment to fund balance to properly reflect revenue in the period for which it was designated	<u>(15,000)</u>	<u>(15,000)</u>
Fund balance, June 30, 1972, as restated	<u>\$414,497</u>	<u>\$11,084</u>

Continued

ASPIRA of AMERICA, INC. and AFFILIATES  
NOTES to COMBINING FINANCIAL STATEMENTS, Continued

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5. Cost of Equipment and Property Purchases Restored to Fund Balance

Aspira of New Jersey, Inc. charges the cost of equipment to the expenditures of the fund using such equipment and subsequently capitalizes such cost in the Fixed Asset Fund.

6. Commitments

Aspira of America, Inc. and Aspira of New York, Inc. are obligated under lease agreements expiring on various dates through 1980. Minimum annual rentals aggregate approximately \$88,200 through June 30, 1974; \$67,700 through June 30, 1975 and \$30,000 annually thereafter. Certain leases contain escalation clauses relating to cost of living adjustments and tax and utility rate increases.